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ABSTRACT

This annual report highlights the grantmaking program of the Foundation for Child Development (FCD) over the past 6 years, reflects on lessons learned, and shares emerging directions for the foundation. The report begins with messages from the chair and the president highlighting the organization's commitment to universal prekindergarten in the United States. A special report examines the state of play in universal prekindergarten in the United States and the considerable challenges to its widespread implementation, concluding that the movement for universal prekindergarten collides with state and federal deficits and suffers from negative comparisons to Head Start programs in the "Head Start reauthorization wars." A list of selected FCD resources related to universal prekindergarten and full-day kindergarten is included in the report. In addition, a list of grants for universal prekindergarten and full-day kindergarten from 1997 to 2003 illustrate the evolution of the FCD focus from child care to universal prekindergarten and full-day kindergarten. Also included in the annual report is information on funding guidelines, and a financial statement. Closing the report is a list of the board of directors, council members, and FCD staff. (KB)

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First Things First

Pre-Kindergarten as the Starting Point for Education Reform

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A Report from the
Foundation for
Child Development

October 2003

Universal Pre-Kindergarten provides an opportunity to enhance every child's educational success and future development beginning at age three, regardless of their socioeconomic background, by providing voluntary access to full-day, full-year, sound education programs.

Mission

The Foundation for Child Development is a national private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated and productive members of their communities.

The Foundation seeks to understand children, particularly the disadvantaged, and to promote their well-being. We believe that families, schools, nonprofit organizations, businesses and government at all levels share complementary responsibilities in the critical task of raising new generations.

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FOUNDATION *for*
CHILD DEVELOPMENT

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Chair's Message

This year introduces a transformed annual report of the Foundation for Child Development (FCD), and marks my first year as Chair of the Board of Directors. I was invited to join the FCD Board 15 years ago. A scholar in developmental psychology, I was also the youngest member of the Board in 1986, reflecting FCD's tradition of infusing new perspectives into its program combined with the wisdom of more senior generations. The FCD Board remains dynamic and engaged, comprising accomplished individuals from many sectors: academia, education, finance, human services, law, media, medicine and policy. This diversity of perspectives is a source of FCD's effectiveness in making a difference in the lives of our nation's children.

What has the Foundation accomplished over the past 15 years? A small foundation with big ideas, the Foundation for Child Development has often been "out in front" by shining the spotlight on emerging issues. We identify new ideas for improving children's lives, convene multiple stakeholders to pursue these ideas and fund creative, budding initiatives. One successful outcome of these efforts is that other foundations are contributing significant resources to issues that FCD has identified.

Over the past 15 years, FCD has been a leader in the following areas:

- creating and disseminating national, state and local indicators of children's well-being so that the public, policymakers and researchers can more readily learn how children are faring
- focusing on how welfare reform affects not only adults, but how it affects their children—from as far back as the 1980s, long before the welfare reform legislation of 1996
- directing attention to children in families of the working poor who play by the rules and work full-time, but remain below the official poverty line
- highlighting a large new group—children of newcomer and immigrant families—who are the majority in many of America's major cities
- investing in the leaders of tomorrow—policymakers, scholars, policy analysts and journalists—to deepen their understanding of policies affecting children
- promoting Universal Pre-Kindergarten as an essential point of entry into our nation's education system

This Report highlights our grantmaking program over the past six years, reflects on what we have learned and shares emerging directions for FCD. The Report examines the state of play in Universal Pre-Kindergarten in the United States and the considerable challenges to its widespread implementation. In the President's message, FCD sees Universal Pre-Kindergarten as the entry point for what our country should make possible for every child—a fully aligned system of early education, beginning with Pre-Kindergarten and continuing through the third grade.

In the coming years, most of our resources will be devoted to this new enterprise, which we call "P-3" (Pre-Kindergarten, Kindergarten and grades 1 through 3). Under President Ruby Takanishi's excellent leadership, I am confident that the Foundation for Child Development, informed by research on what best supports children's development, will succeed in moving our country to adopt a systematic, fully aligned first level of public education for all our children. Yes, we are a small foundation, but we have always been a foundation with big ideas.

P. Lindsay Chase-Lansdale
Chair

During the past six years, the Foundation for Child Development (FCD) helped plant the seeds for what has grown into a small movement for Universal Pre-Kindergarten (UPK). We drew inspiration from the pioneering work of the Caroline and Sigmund Schott Foundation, which initiated the now nationally recognized political campaign of "Early Education For All" in Massachusetts. After those seeds were planted, national and regional foundations started making significant investments to promote UPK. The Committee for Economic Development rallied business leaders and educators around its Preschool For All initiative. Despite all the "buzz," this is not yet the time to declare victory.

In this Report, Gene Maeroff presents an outsider's sobering assessment of the "state of play" in UPK, and concludes that the timing could not have been worse. UPK collides with terrible state and federal deficits, and their devastating impact on education and human services budgets. In addition, UPK is being wounded in the Head Start reauthorization wars, as state Pre-Kindergarten programs are compared unfavorably with Head Start.

Yet this is hardly the time to be discouraged. The FCD Board* and Staff see an opportunity to contribute to the creation of a well-aligned first level of public education in the United States. Based on our past six years of work, what children experience as they progress from Pre-Kindergarten programs to Kindergarten to grades 1 through 3--the P-3 concept—should be based on program standards that respect children's developmental requirements and capacity to learn. The recruitment, preparation and retention of qualified teachers is an essential building block of our efforts. Recognizing formidable challenges to this vision, we reaffirm our values that children come first.

Young children who do not acquire basic reading and mathematical skills by the third grade are at a serious disadvantage when they enter the last years of elementary school and will have to struggle to complete middle and high school. The long-term positive outcomes of the Chicago Longitudinal Study, an early-education intervention that connected Pre-Kindergarten and Kindergarten with the first three grades, suggest that a five-year early-education investment from ages three to eight can indeed pay off. This payoff is not only evident in the later grades, but on into adulthood.

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Moving forward, the Foundation will focus on placing P-3 higher on the agenda of public education reform. We will support efforts to inform and enhance understanding of the P-3 concept among educators, parents and policymakers. Our support for research on P-3 implementation will search for its impact on a broad array of child outcomes. By wielding powerful levers for change--convening and collaborating with key stakeholders, making strategic grantmaking and communication decisions—and using our resources wisely, we aim to narrow intolerable gaps in life prospects among children.

Ruby Takanishi
President

**A Board committee--FCD in the 21st Century--shaped FCD's P-3 initiative. Members of the committee are: P. Lindsay Chase-Lansdale (Chair), Ruth Ann Burns, Michael I. Cohen, Karen Gerard, Arthur Greenberg, Karen Hill-Scott, David Lawrence, Jr., Julius B. Richmond and Barbara Paul Robinson.*

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Universal Pre-Kindergarten: State of Play
by Gene Maeroff

The Foundation for Child Development commissioned Mr. Maeroff, as an independent journalist, to write an article that focuses on Universal Pre-Kindergarten. This is an excerpt from that article, "Universal Pre-Kindergarten: State of Play." The views expressed in this article are those of the author. The entire article and supporting references can be viewed by visiting www.ffcd.org.

Introduction

The United States has historically undervalued its youngest children. Programs for those younger than five are generally weaker, facilities less adequate, and financial support from government sources less sufficient. While much is said these days about leaving no child behind, not enough is done to keep more youngsters in the race for life's blessings. The outcomes of efforts to implement Universal Pre-Kindergarten (UPK)—one of the most important elements in this pursuit—represent a barometer of children's status.

It is not as if the struggle for Pre-Kindergarten (Pre-K) education has been without progress. The public increasingly recognizes that the preschool years offer once-in-a-lifetime opportunities to place an imprint on children. What occurs—and, crucially, what does not occur—before the age of six affects a student's entire journey along the educational spectrum. UPK advocates have carved paths in their campaign to persuade the nation that not only will all children benefit from this approach, but that many will suffer without it.

Expert testimony and studies such as one by the National Research Council that praised the merits of high-quality programs in preparing youngsters to adapt to the demands of formal school programs have nudged the nation in this direction. Findings from brain research and new insights into cognition have focused further attention on developmental needs. The brain, that great plastic vessel of expanding knowledge, is a wondrous device that undergoes exponential growth in the earliest years at a rate unparalleled at any later age.

An economic analysis shows that early learning is more efficient and productive for society as a whole than, for instance, expenditures farther down the line to improve the skills of workers who have not attended college or even allocations to hold down tuitions for those who attend college.

Nevertheless, many children still board the train without tickets, bereft of the stimulation before the age of six that would provide them with adequate fare for this arduous journey. They end up abandoned at way stations, unable to complete the trip.

The federal government is now applying its influence through the No Child Left Behind Act to try to make schooling rewarding for more young people, but it is much easier not to be left behind if you don't start behind. Reviewing data from three decades of the National Assessment of Educational Progress, the Educational Testing Service Policy Information Center noted as "disturbing" the large differentials in reading scores by the fourth grade that are "already there when children enter kindergarten." The portion of children who recognize letters of the alphabet at the start

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of kindergarten is 80 percent for Asian Americans, 71 percent for whites, 59 percent for blacks, and 51 percent for Hispanics.

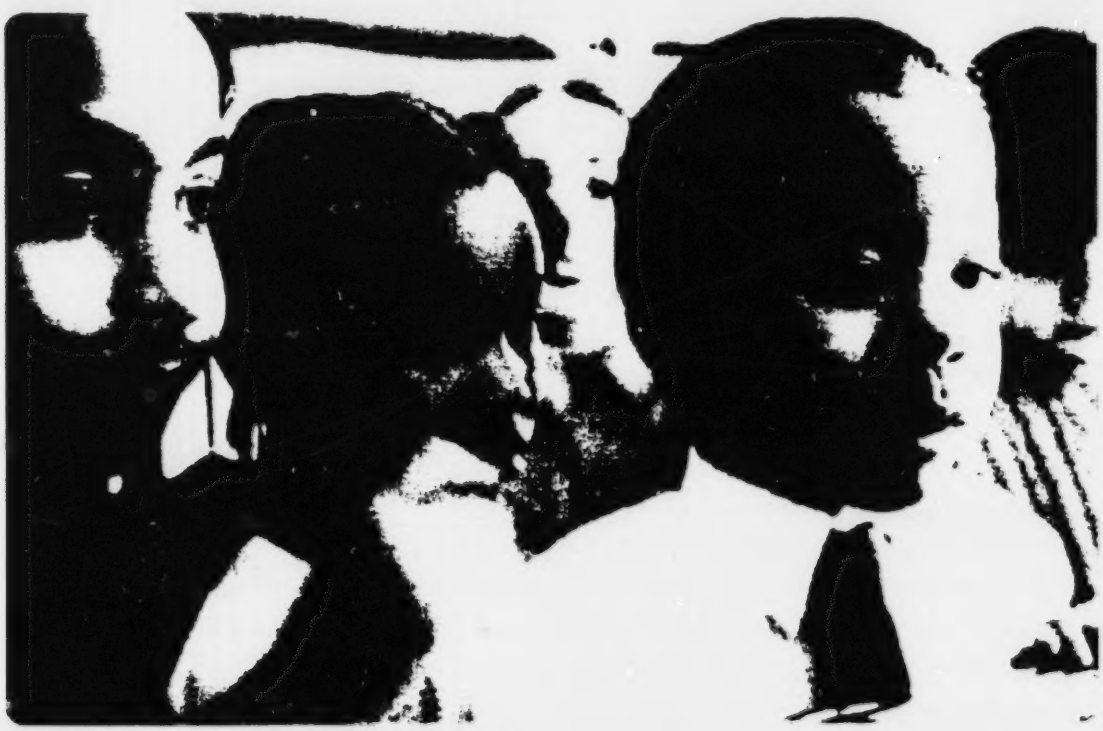
It is irrefutable that some children are better prepared for school than others. No one would expect a youngster to play Chopin's "Etudes" without first taking piano lessons. Those with more enriching experiences, who have a sense of order and sequence and who understand the routines that often are crucial to learning, enjoy an advantage.

Socioeconomic and educational levels of households go hand-in-hand with academic achievement levels. Policymakers must identify mechanisms in addition to UPK—programs dealing with health, motivation, home life, and skills development—that help trigger productive experiences for preschool children. There is a tendency in pushing for UPK to overlook the role of other forces in shaping outcomes for children, whose development is also the product of family, neighborhoods, and economic and social circumstances.

There are various ways to take socioeconomic differences into consideration in funding. Denver Public Schools had at least one Early Childhood Education classroom in all but two of its elementary schools, although the state did not order it to do so. These Pre-Kindergartens for four-year-olds were imperiled when the Mile High City cut $11 million from its 2002–03 budget and earmarked an additional $30 million of reductions for 2003–04. Denver, in the fall of 2003, will salvage the program by providing free slots only for children who qualify for free or reduced-price lunch. The school system has instituted a monthly sliding tuition of up to $185 for other youngsters.

Quality in program and staff

Some presume that the Pre-K label automatically confers merit and that establishing more Pre-Kindergartens and enrolling more children is enough. But Pre-Kindergartens differ almost as much as a ride in a Kia or a Rolls Royce. Early in the 1990s, the Committee for Economic Development



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(CED) lauded the expansion of access to Pre-Kindergarten, joining other organizations to urge the spread of UPK. By the end of the decade, though, CED complained that "too many of these programs do not provide the kinds of activities that ensure that children enter school ready to learn."

Robert C. Pianta of the University of Virginia paints a picture very much at odds with what many might expect to view in early education. Teachers rarely interact with children in small groups and individually. Kids spend ten times as much time listening as doing. High levels of routine activities and an emphasis on basic skills, with few extended discussions and insufficient attention to cognitive development, characterize these classrooms. This pattern raises questions about coherence and equity across classrooms and across grades. Activities too seldom build successively on each other. The learning environment of young children tends toward the passive, lacking the engagement that child development experts value. Pianta discovered scant consensus among practitioners on the curriculum for young children or on how to deliver it.

Differences among teachers also attest to the unevenness of education at every level. And the situation may be worst for the youngest children, who as a group have the least qualified teachers. The American Federation of Teachers looked at teacher quality through the lens of salaries, which have some relevance to qualifications, and found an average salary across the country for early childhood teachers of $19,610, and $15,430 for early childhood workers. Meanwhile, the average kindergarten teacher in a public school received pay of $36,770.

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Universality as an issue

Pre-Kindergarten is not a new idea, having been around since 1903; 42 states and the District of Columbia have provisions and some funding to include at least some youngsters in such programs. A problem, though, is uneven access. Families at the far ends of the economic spectrum are most likely to enroll children in early education. The poorest have federally funded Head Start, though it reaches barely half the eligible children; affluent families have the money to send their youngsters to private nursery schools. UPK's challenge is to find places for the vast number of Americans in the economic middle and especially for the near-poor, who don't qualify for Head Start and cannot afford unsubsidized nursery schools. Unfortunately, funding shortfalls and shortages of facilities loom large as barriers to UPK.

There is the question of whether states should first conduct a concerted campaign on behalf of four-year-olds as a more readily attainable goal and a possible model of what could follow for three-year-olds. Perhaps settling initially for half the pie might be better than reaping crumbs. Another possibility would be to offer Pre-Kindergarten only to the neediest three-year-olds and to strive for UPK for four-year-olds. Of course, if money were as cheap as raindrops, programs offering care and education would be available for all children beginning at birth, as they should be.

One rationale for UPK involves the wish to throw a wider net than that of Head Start, which began as a weapon in the War on Poverty and never grew into the entitlement program it was supposed to become. The inclusion of middle- and upper-income groups in Pre-Kindergartens is dictated by politics as much as by education. Zell Miller recognized these advantages in the 1990s when, as governor of Georgia, he promoted UPK for four-year-olds. Pre-Kindergarten for everyone, in Georgia or any other state, however, increases the price tag exponentially and—ironically—can delay the proliferation of Pre-Kindergarten, especially during the current fiscal maelstrom.

Diverse providers: a blessing or a curse?

The United States already has the rudiments of an infrastructure for UPK. The majority of three- and four-year-olds spend time in settings outside their homes at some point during the day. These places may be as diverse as private homes, houses of worship, community centers, storefronts in strip malls, corporate offices, and even child-care spaces in retirement homes. Some arrangements are simply profit-making businesses that treat children as commodities. If anything, the prevailing non-system is too diverse and offers too many variations on a theme.

So, proponents of UPK, for the most part, try to squeeze lemonade from a mixture of ingredients, some more savory than others. Public schools might be suited to take over the entire enterprise, but this prospect would evoke deafening protests from some of those with a stake in the existing structure. Certainly a move in this direction would leave no doubt about the appropriateness of public funding. Why, after all, should public schools throw open their doors to five-year-olds and not four-year-olds?

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Supporters could pursue UPK entirely through public education by expanding elementary schools to include four-year-olds and, simultaneously, adding a child-care component. It would be a wraparound service in one locale.

There is precedent for fashioning an infrastructure from a combination of existing private and public providers. Post-secondary education in the United States, for example, was established through a private network of colleges created mostly by religious denominations endeavoring to shape the moral character of pubescent Americans. Gradually, the public sector opened institutions of higher education, and by the late 20th century, especially with access through community colleges, eight out of ten students were in public institutions. Today, one must also factor into that system thousands of for-profit, post-secondary schools that enroll many students.

California expects to take advantage of diverse providers in pursuing its vision of UPK for three- and four-year-olds. In Los Angeles County, with more than 80 school systems, the local commission is apt to fund Pre-Kindergarten programs first in the districts that have the greatest portions of needy children. Presumably, though, there will be no needs tests for families residing in the funded districts, which could establish one of the nation's largest UPK programs in Los Angeles Unified Public Schools. Reaching all of California's three- and four-year-olds so as to make Pre-Kindergarten universal will ultimately depend on additional funds from regular state allocations.

The child care riddle

Some advocates of UPK steadfastly seek to separate conversations about Pre-Kindergarten from discussions of child care. They fear that mixing the two issues will undermine the campaign for Pre-Kindergarten, an attitude born of the findings of surveys showing that the public considers child care a family responsibility. Meanwhile, Americans tend to see Pre-Kindergarten as a downward extension of formal education and more readily support it from public coffers. This view persists despite the provision of child care in combination with education in many parts of the industrialized world.

The strategy of separation does not resolve the problem of what to do with children when they are not in school. Even the fulfillment of UPK would leave many Pre-Kindergarteners in need of care during the hours before and after classes. As progressive as UPK efforts may be in Georgia, for instance, the state-sponsored program operates only for 6.5 hours a day and for 180 days a year, paralleling the school day and the school year.

With three-quarters of mothers of children up to the age of five in the country's labor force, working parents usually settle for any child-care provisions that give them peace of mind. Furthermore, the line separating Pre-K and child care can look exceedingly fuzzy. Some Pre Kindergartens are less than educational and some child-care facilities are more than custodial.

Some districts offer models for combining education and child care. Plano, Grapevine-Colleyville, McKinney, and other districts serving the Dallas suburbs have added after-school care programs—in the buildings where pupils attend regular classes—that in some instances include homework help as well as recreation and supervision. The motivation of the schools goes beyond altruism. They charge fees and have made the after-school hours a source of income at a time when other revenue sources are shaky.

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In the long run, families need both Pre-Kindergarten and child care. As history would have it, early education and child care have an intertwined past, two vines planted in different soils that sometimes symbiotically wrap around each other and sometimes break away to grow separately, all the while competing for space and sustenance.

Part of a larger movement

It would be beneficial to regard Pre-Kindergarten as part of an educational experience that begins at age three and carries through to age eight, a so-called Pre-K through third grade (P-3) continuum. This approach, in effect, bundles Pre-Kindergarten and full-day kindergarten into a progression that culminates with the conclusion of third grade.

Neither Pre-Kindergarten nor full-day kindergarten, for all they offer, represents a full response to the call for a better educational start for all children. America ought to examine the whole spectrum of early education, and address the years leading to fourth grade as a unitary experience. The Education Commission of the States (ECS) offered a P-16 vision as an assemblage of building blocks from Pre-Kindergarten through the end of college. Within that continuum, ECS's Kristie Kauerz called for aligning the years from Pre-K through third grade, initially to assure readiness for the first grade and, then, to produce children who can read by the end of the third grade.

It takes time to build a firm foundation, to shore it up, and to ensure that it can bear the weight of learning that will be heaped upon it. Early gains should not be allowed to dissipate, as research has shown can happen to children after Head Start. A more comprehensive approach to education can help students retain the advances they make at each level.

Six states still do not even require local school districts to offer kindergarten, and, even when states mandate that districts have kindergartens, pupils must attend in only 15 states. The compulsory age for starting school remains seven years old in 18 states. Kindergarten began in the United States a century and a half ago in two forms—publicly funded charity kindergartens for poor children and privately operated kindergartens for children whose parents could afford the expense. Sound familiar?

If P-3 became a discrete unit, educators could also look to lengthening the school year so as to use summers to greater advantage along this continuum. Sandra Feldman, President of the American Federation of Teachers, proposed "Kindergarten-Plus," a summer program encompassing the months leading up to kindergarten. This could be an extension of UPK. Moreover, summer programs could continue throughout the P-3 years. Summer remains a lost opportunity in the school calendar, a period during which some pupils actually regress, making it necessary to take several months each fall to get them back to the level they had reached by June.

A self contained P-3 continuum could also offer a non-graded, inter-age program, letting pupils progress at their own pace, with less concern about grade-to-grade promotion and more emphasis on reaching a certain threshold of learning by the end of third grade. A non-graded P-3 would erect a more flexible learning ladder for children to climb at rates suited to their development. One hopes, as well, that disabled students and English language–learners could get closer attention in a more personalized P-3 set-up.

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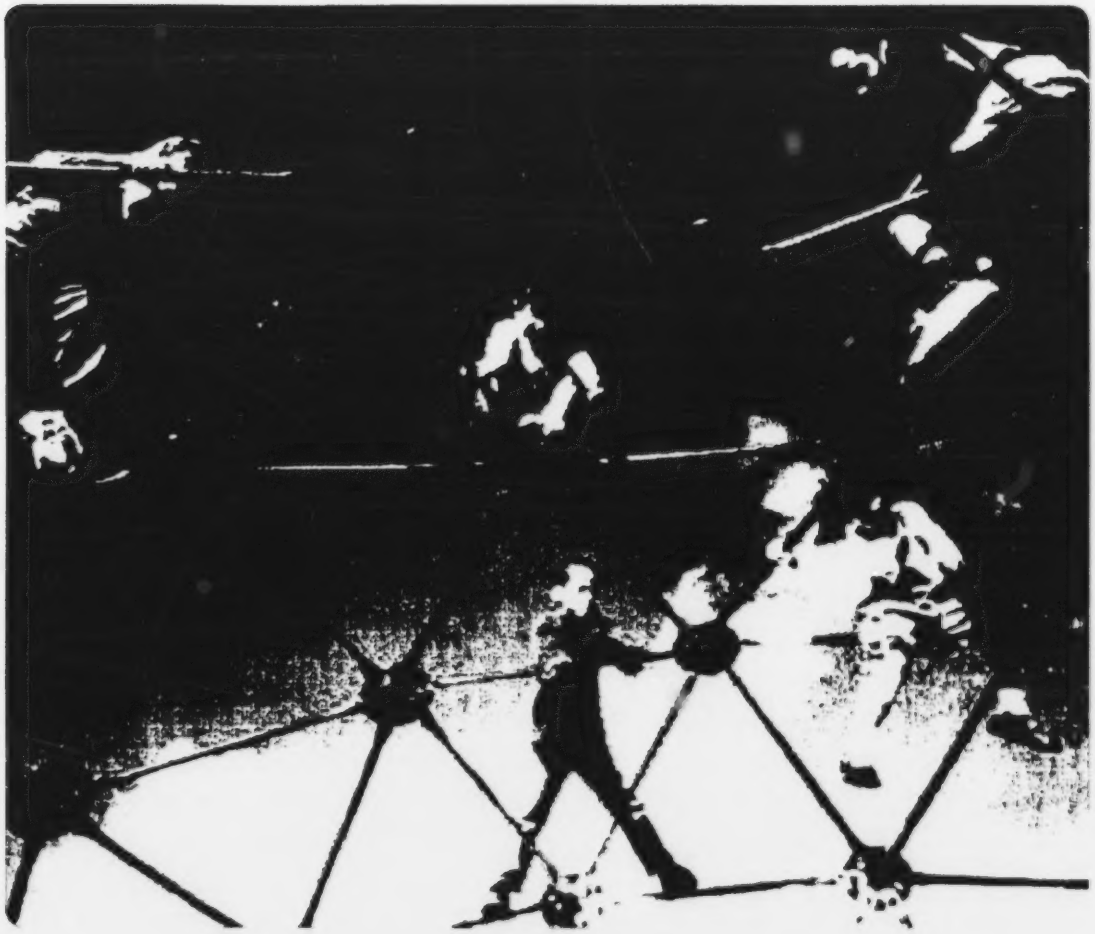

Obstacles facing UPK

Life is nothing but timing. Timing has been a matter of bad luck for UPK. The sun emerged from behind the clouds in the early 2000s, just as the economy tumbled into a dark hole. By the time UPK was invited to the dinner table, the cupboards were bare. States and cities throughout America, like Oliver in Dickensian England, are begging for "more." The largest revenue shortfalls in decades plague the states.

Look to Washington? Forget about it. More than 40 million Americans lack health care coverage. Senior citizens clamor for prescription coverage and bridle at proposals that would reduce Social Security increases. The federal government came late to funding elementary and secondary education and has never provided more than about seven to eight percent of the revenues. Most major changes in education must creep across this vast land, state-by-state, requiring action 50 times over before they are truly national, and, even then, change is uneven.

Foundations can act as levers, using money and influence to pry open doors that need an extra shove. Some foundations have pursued this mission avidly, helping to make UPK part of the nation's conversation about early education. Carnegie Corporation of New York and other foundations have played a proud and seminal role, going back to the High/Scope Perry Preschool Project. Pew Charitable Trusts and the David and Lucille Packard Foundation have each

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committed significant portions of their education funding to UPK projects. The largesse of foundations, however, is but a trickling stream where a mighty river should surge. The kind of money required to establish UPK as a national endeavor will not gush forth until the states climb to higher financial ground.

Proponents of UPK must use bold and creative methods to maintain momentum. Some recent developments bear consideration in this respect, though almost all have downsides:

- The amendment to Florida's constitution calling for UPK is an approach that voters in other states could pursue. According to the Initiative and Referendum Institute (Leesburg, Virginia), mandates authorizing action are not always funded.
- The Early Education for All Campaign in Massachusetts cultivated a grassroots network on behalf of legislation for UPK and full-day kindergarten, illustrating a strategy that proponents might follow elsewhere.
- UPK supporters can resort to the courts, following the example in New Jersey, where it took three successive Supreme Court decisions to shape a school reform program that includes UPK and full-day kindergarten.
- Denver provides a model for a funding formula that allows more advantaged families to bear a share of the cost while lower-income families receive subsidies.
- Governors can lead efforts to spread Pre-Kindergarten in their states, as Edward Rendell in Pennsylvania, Jennifer M. Granholm in Michigan, and Rod Blagojevich in Illinois proposed this year.

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The dark clouds of fiscal exigency fill America's skies. Yet, never before in the nation's history has it been so clear that targeted expenditures, aimed in this case at young children, could do so much to brighten their future.

The United States should look to the experience of the Blair government, which since its advent in 1997, has devoted an extra one percent of the United Kingdom's gross domestic product to reducing child poverty. That amount in this country would translate into $100 billion a year in additional spending, an amount about equal to the recent tax cut, when fully phased in, for the wealthiest five percent of Americans. To paraphrase Harry Hopkins, the savvy advisor to President Franklin Delano Roosevelt, the United States has the wealth to pay for almost any program it really desires.

For more information on how Florida and Massachusetts are addressing Universal Pre-Kindergarten, visit the publications section of the Foundation's web site at www.ffcd.org.

Mr. Maeroff is a senior fellow at the Hechinger Institute on Education and the Media at Teachers College – Columbia University. The founding director of the Institute, he was a senior fellow at the Carnegie Foundation for the Advancement of Teaching and a national education correspondent at the New York Times. *He has written and co-written several education-related books. The most recent is* A Classroom of One: How Online Learning Is Changing Our Schools and Colleges, *published in 2003 by Palgrave Macmillan.*

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Selected Resources

The following selected resources have resulted from the Foundation for Child Development's grantmaking in Universal Pre-Kindergarten and Full-Day Kindergarten. Please visit www.ffcd.org to view publications.

Universal Pre-Kindergarten

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GRANTS

UNIVERSAL PRE-KINDERGARTEN AND FULL-DAY KINDERGARTEN (1997 – 2003)

To illustrate the evolution of the Foundation for Child Development's focus from child care to Universal Pre-Kindergarten and Full-Day Kindergarten, grants totaling more than $6 million were awarded from June 1997 through June 2003 to support research, advocacy and policy analysis in this area. Since July 1998, Fasaha Traylor, Senior Program Officer, has played an instrumental role in shaping this portfolio of grants.

1997

American University – Washington, DC **$73,440**
To produce publications on universal child care financing issues.

Bank Street College of Education – New York, NY **$39,016**
For seminars on the implementation of New York State's Universal Pre-Kindergarten Initiative in the City of New York.

Center for the Child Care Workforce – Washington, DC **$10,000**
To conduct a feasibility study on a ten-year follow-up to the National Child Care Staffing Study.

Yale University – New Haven, CT **$166,403**
To enhance technical assistance and training for Schools of the 21st Century, as an approach to Universal Pre-Kindergarten.

1998

The Advertising Council, Inc. – New York, NY **$30,040**
For public service announcements as part of a public information campaign on the New York State Universal Pre-Kindergarten Initiative.

Center for the Child Care Workforce – Washington, DC **$200,000**
To support efforts to increase the quality of child care by strengthening the training and stability of the workforce.

Center for Law and Social Policy – Washington, DC **$280,000**
To analyze how three states (Georgia, Massachusetts and Ohio) are combining child care, Head Start and Pre-Kindergarten funds to support quality early-education programs.

Citizens' Committee for Children of New York, Inc. – New York, NY **$10,000**
For New York Times public service advertisements about the New York State Universal Pre-Kindergarten Program.

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Cornell University (College of Human Ecology) – Ithaca, NY **$10,000**
To assist in the planning of a local system of Universal Pre-Kindergarten.

French-American Foundation – New York, NY **$129,000**
To conduct a study of the French école maternelle *as a model of Universal Pre-Kindergarten.*

1999

Center for the Child Care Workforce – Washington, DC **$200,000**
To study Pre-Kindergarten staffing, qualifications and compensation in selected states.

Citizens' Committee for Children of New York, Inc. – New York, NY **$5,000**
For a statewide advertisement campaign on the New York State Universal Pre-Kindergarten Initiative.

Cornell University (College of Human Ecology) – Ithaca, NY **$10,000**
For the revised edition of Promising Practices: New York State's Universal Pre-Kindergarten Initiative.

Cornell University (College of Human Ecology) – Ithaca, NY **$173,468**
For research on the New York Universal Pre-Kindergarten Program in three school districts.

The Early Childhood Initiative Foundation, Inc. – Miami, FL **$10,000**
To assist with the implementation of the school readiness plan for Miami–Dade County.

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The Graduate Center of the City University of New York – New York, NY **$10,000**
To develop a plan for surveying current and potential New York State Universal Pre-Kindergarten facilities.

National Academy of Sciences – Washington, DC **$10,000**
To conduct a workshop on cross-national perspectives related to early education pedagogy.

WNYC Radio – New York, NY **$78,300**
For the development of a broadcast program about Universal Pre-Kindergarten programs in the United States and France.

Yale University – New Haven, CT **$10,000**
To conduct a tri-state (New York, Connecticut and New Jersey) analysis of Pre-Kindergarten initiatives.

2000

Columbia University – New York, NY **$105,308**
Development of a research agenda in Universal Pre-Kindergarten based on interviews with researchers, policymakers and educators.

Cornell University (College of Human Ecology) – Ithaca, NY **$7,338**
For a meeting on the evaluation of Universal Pre-Kindergarten in New York State.

The Graduate Center of the City University of New York – New York, NY **$190,488**
For a study on the extent and causes of child fatalities in various child care settings.

National Academy of Sciences – Washington, DC **$20,000**
For the development of a proposal to foster dissemination of their book Eager to Learn: Educating Our Preschoolers.

National Conference of State Legislatures – Denver, CO **$134,945**
To review state legislative efforts pertaining to the coordination of early childhood programs.

National Head Start Association – Alexandria, VA **$10,000**
To publish and disseminate Head Start 2010: Fulfilling the Promise.

Regents of the University of California – Berkeley, CA **$20,000**
For the production of a paper on the history of child-care staff compensation efforts and initiatives.

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Schott Center for Public and Early Education – Cambridge, MA **$55,000**
To assist in the planning and first phase implementation of the Massachusetts Early Education for All campaign.

Southern Early Childhood Association – Little Rock, AR **$20,000**
To support the attendance of educational leaders in the Southern region at the Summer Public Policy Institute.

University of Massachusetts (Department of Sociology) – Amherst, MA **$90,018**
For a study on child-care arrangements in immigrant families in the United States.

University of Massachusetts (Department of Sociology) – Amherst, MA **$10,000**
To assist the Scholars, Artists and Writers For Social Justice organization in planning a conference on child care.

University of Massachusetts (Department of Sociology) – Amherst, MA **$107,162**
For a conference on early education and care to encourage labor union support of Universal Pre-Kindergarten.

Yale University – New Haven, CT **$10,000**
For a meeting on Universal Pre-Kindergarten programs to identify promising strategies.

2001

Center for Law and Social Policy – Washington, DC **$280,000**
To promote learning and quality improvements in early education and care: Next Steps In Federal and State Policy.

Economic Opportunity Institute – Seattle, WA **$150,000**
To develop policy, program and constituency-building proposals for the Birth To Five Continuum Of Care and Learning Initiative (Universal Pre-Kindergarten) in the state of Washington.

French-American Foundation – New York, NY **$316,000**
For support of a study tour to examine how the French system of Universal Pre-Kindergarten serves immigrant children.

Georgetown University – Washington, DC **$20,000**
For a study of the literacy of child-care staff in Marin County, California.

Georgetown University – Washington, DC **$425,596**
For a graduate program in children and public policy, including research on the outcomes of Universal Pre-Kindergarten in Oklahoma.

Grantmakers for Education – Portland, OR **$5,000**
To support work in early education and the promotion of Universal Pre-Kindergarten.

I Am Your Child Foundation – New York, NY **$10,000**
To include universal preschool questions in polling and survey activities.

Schott Center for Public and Early Education – Cambridge, MA **$300,000**
For general support of the Massachusetts Early Education for All campaign.

Strategies for Children, Inc. – Boston, MA **$150,000**
For general support of the Massachusetts Early Education for All campaign.

The University of Michigan – Ann Arbor, MI **$20,000**
For an interdisciplinary conference on the Intersections of Ethnicity, Class and Gender: A Research Agenda for Early Educational Experiences.

University of North Carolina at Chapel Hill – Chapel Hill, NC **$391,000**
For research on family and socio-cultural factors as part of a six-state study of public Pre-Kindergarten and child outcomes supported by the U.S. Department of Education.

University of North Carolina at Chapel Hill – Chapel Hill, NC **$274,757**
To develop a strategic plan to create a national Universal Pre-Kindergarten center.

Yale University – New Haven, CT **$19,625**
For a single state pilot project in Massachusetts to prepare for a national survey of lead teachers in state-funded Pre-Kindergarten programs.

2002

American Forum – Washington, DC **$100,000**
To expand state and local media coverage of Universal Pre-Kindergarten in targeted states.

American University – Washington, DC **$5,508**
For media relations associated with the promotion of the book America's Child Care Problem: The Way Out.

Board of Regents of the University of Wisconsin (Waisman Center) – Madison, WI **$20,000**
To conduct an analysis of plans to finance universal access to early education for four-year-olds.

Cornell University (College of Human Ecology) – Ithaca, NY **$4,400**
For an assessment of early-education workforce recruitment and preparation needs in New York State.

Economic Opportunity Institute – Seattle, WA **$300,000**
To provide support for a Universal Pre-Kindergarten and Full-Day Kindergarten project in the state of Washington.

Grantmakers for Education – Portland, OR **$5,000**
To provide support for work in early education.

The Urban Institute – Washington, DC **$18,653**
To develop a policy brief that compares the military child-care system with child care in the civilian sector.

WestEd – Oakland, CA **$20,000**
For the planning process designed to move the Bridging Cultures project from elementary classrooms into early education.

Yale University – New Haven, CT **$60,000**
For the designation of Edward F. Zigler, Sterling Professor of Psychology at Yale University, as a Belding Scholar to support Zigler's work on Universal Pre-Kindergarten at the Yale Bush Center.

Yale University – New Haven, CT **$418,680**
For partial support of a national survey of Pre-Kindergarten teachers.

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Board of Regents of the University of Wisconsin (Waisman Center) – Madison, WI **$30,000**
For partial support of the Chicago Longitudinal Study to analyze outcomes during young adulthood and among incarcerated youth.

National Association of State Boards of Education – Alexandria, VA **$150,000**
To expand the Early Childhood Education network in key states working on Universal Pre-Kindergarten policies and program standards.

Trust for Early Education, Inc. – Washington, DC **$200,000**
For support of activities to increase the educational qualifications of teachers in Pre-Kindergarten programs.

The Urban Institute – Washington, DC **$97,016**
To develop a demographic profile of young immigrant children based on 2000 Census data and the 1999 and 2000 National Survey of American Families.

Note
Universal Pre-Kindergarten and Full-Day Kindergarten grants represent only a portion of the Foundation's grantmaking agenda during the 1997–2003 period. A complete list of grants awarded from April 1, 2002 through March 31, 2003 is available at www.ffcd.org. Also visit the FCD web site to view previous grants in other funding areas.

Funding Guidelines

The Foundation for Child Development will devote much of its resources to a new initiative called "P-3" (the alignment of Pre-Kindergarten through grade 3). Funds will be provided to nonprofit organizations, primarily at the national and state levels, for research, policy analysis, advocacy and leadership development to promote a fully aligned first level of public education for all children.

What We Do Not Fund

The Foundation does not provide funds for the following:

- The direct provision of preschool education, child care or health care
- Capital campaigns
- The purchase, construction or renovation of buildings
- Grants for projects outside the United States

How To Apply For A Grant

Applicants are asked to send a one- or two-page letter of inquiry to the Foundation at the address below describing the proposed project, its goals and objectives, and the approximate level of funding required. The Foundation will review each request and will notify the organization as soon as possible as to whether or not the project coincides with funding priorities. Staff will contact the appropriate organization representative if a proposal is needed.

Please visit our web site at www.ffcd.org to receive a copy of guidelines and a list of recent grants and publications.

Submission Of Inquiries

Inquiries can be submitted by mail, fax or e-mail:
Foundation for Child Development – 145 East 32nd Street – New York, NY 10016
Fax: 212-213-5897 – e-mail: inforequest@ffcd.org

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Financial Statement
April 1, 2002 through March 31, 2003 (Condensed from Audited Financial Statements)

Foundation for Child Development
Condensed Statement of Financial Position

	Fiscal years ending March 31,	
Assets	**2003**	**2002**
Cash and cash equivalents	$ 440,239	$ 517,047
Investments, at fair value	82,412,709	97,424,305
Interest receivable	337,824	374,566
Other assets	48,591	42,883
Net fixed assets, at cost	554,131	546,837
Total Assets	**$ 83,793,494**	**$ 98,905,638**
Liabilities and Net Assets		
Liabilities:		
Accounts payable	$ 74,375	$ 92,723
Grants payable	4,772,546	3,425,742
Total liabilities	4,846,921	3,518,465
Net assets:		
Unrestricted	76,897,444	93,369,694
Permanently restricted	2,049,129	2,017,479
Total net assets	78,946,573	95,387,173
Total Liabilities and Net Assets	**$ 83,793,494**	**$ 98,905,638**

Condensed Statement of Activities

	Fiscal years ending March 31,	
	2003	**2002**
Changes in Net Assets		
Investment return:		
Interest and dividends	$ 2,259,883	$ 2,635,205
Net realized gain on investments	1,260,293	1,395,836
Net change in unrealized appreciation on investments	(12,307,577)	(524,921)
	(8,787,401)	3,506,120
Investment-related expenses	251,500	280,525
Net investment return	(9,038,901)	3,225,595
Other income	31,212	2,000
Other expenses:		
Grants—paid and committed	5,746,560	5,422,165
Direct charitable activities	922,739	848,383
Administrative expenses	730,925	591,405
Federal excise tax	32,687	37,505
Total other expenses	7,432,911	6,899,458
Change in net assets	(16,440,600)	(3,671,863)
Net assets at beginning of year	95,387,173	99,059,036
Net Assets at End of Year	**$ 78,946,573**	**$ 95,387,173**

Visit www.ffcd.org for the auditor's report and IRS 990 information

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Board of Directors (2002–2003)

Officers

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School of Education and Social Policy
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Montefiore Medical Center (Bronx, NY)

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University of Massachusetts (Amherst, MA)

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Kelly, Legan & Gerard (New York, NY)

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New York University (New York, NY)

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Karen Hill-Scott & Company (Los Angeles, CA)

Christopher Knowlton, President
Knowlton Brothers, Inc. (New York, NY)

David Lawrence, Jr., President
The Early Childhood Initiative Foundation (Miami, FL)

Julius B. Richmond, Professor of Health Policy Emeritus
Harvard Medical School (Boston, MA)

Henry W. Riecken, Professor Emeritus
School of Medicine
University of Pennsylvania (Philadelphia, PA)

Barbara Paul Robinson, Partner
Debevoise & Plimpton (New York, NY)

Margaret Beale Spencer, Board of Overseers
Professor of Education
University of Pennsylvania (Philadelphia, PA)

Cathy Trost, Journalist
(Chevy Chase, MD)

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Council Members (2002–2003)

The Council elects Board members of the Foundation for Child Development.

Officers

Chair – Eleanor T. Elliott
Vice Chair – Henry W. Riecken

Angela Glover Blackwell
Barbara B. Blum
Orville Gilbert Brim
Urie Bronfenbrenner
Mary L. Bundy
Ruth Ann Burns
P. Lindsay Chase-Lansdale
Michael I. Cohen
Louis Z. Cooper
Nancy Folbre
Frank F. Furstenberg, Jr.
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Karen Hill-Scott
Diane Hughes
Christopher Knowlton
David Lawrence, Jr.
Caroline M. Macomber
Emily McFarland
John P. McGinnis
Vonnie C. McLoyd
Kathleen H. Mortimer
Gerard Piel
Eben W. Pyne
Suzanne M. Randolph
Julius B. Richmond
Barbara Paul Robinson
Lisbeth B. Schorr
Francis H. Schott
Robert J. Slater
Margaret Beale Spencer
Ruby Takanishi
Thomas C. Theobald
Cathy Trost
Heather B. Weiss
George M. Wheatley
Sheldon H. White
Brian L. Wilcox

Staff

Gigi Au, Student Intern
Mark A. Bogosian, Program Assistant
Mannie Chau, Accountant
Joanne Mackie, Office Manager
Ruby Takanishi, President
Fasaha M. Traylor, Senior Program Officer

Consultants

Annette M.L. Chin
Gina D. Toppins

Young Fellows

Several fellows have made significant contributions to shaping the Foundation's program in promoting Universal Pre-Kindergarten and Full-Day Kindergarten.

Tracy Collins, Putting Children First Fellow
Nicole Gardner, Putting Children First Fellow
Anna Gassman-Pines, Graduate Fellow
Anthony Raden, Putting Children First Fellow
Shannah Tharp-Taylor, Putting Children First Fellow
Sara Vecchiotti, Graduate Fellow and Barbara Paul Robinson Fellow

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Toppan Marketing / Communications
Design: Dennis Moran Design
Printing: Mercury Printing Inc.
Proofreading: Carol Pickering

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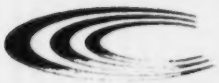

FOUNDATION *for*
CHILD DEVELOPMENT

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In 2004, visit our new web site at www.FCD-US.org.

U.S. Department of Education
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